



EYFS Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	All about me!	Amazing animals	Ticket to ride!	Come Outside!	Terrific Tales!	Fun at the Seaside!
General Themes	Starting school / my new class / New Beginnings / People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind.	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Min Beasts Animal Arts and crafts Night and day animals Animals and their offspring Nativity/ Christmas Lists / Letters to Father Christmas	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Design your own transport! Who was Robert Falcon Scott? Science - materials	Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun	Traditional Tales The Ugly Duckling Old favourites Familiar tales	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Seaside in the past Compare: Now and then! Seaside art
Enrichment	Harvest Time Birthdays Roald Dahl Day What do I want to be when I grow up?	Guy Fawkes / Bonfire Night / Christmas Time / Nativity / Diwali / Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week Animal Art week Let's go on Safari - An animal a day!	Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day	Village walk Planting seeds Easter time Weather experiments Weather Forecast Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Mental Health Awareness week Children's gardening week VE Day	Under the Sea - singing songs. Father's Day Heathy Eating Week World Environment Day
COEL	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.					



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	Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.					
Assessment Opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline Tapestry	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Midterm Assessments	On going assessments EYFS team meetings	Pupil progress meetings Parents evening info EYFS meetings Tracker data	Cluster moderation Trust moderation EYFS team meetings	Pupil progress meetings Tracker data EOY data
Personal, social and emotional development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
-Managing self -Self Regulation -Building relationships	New Beginnings Being me in my world Class Rules and Routines Supporting children to build relationships/making friends Feeling lonely and getting help	Belonging to a group Roles and responsibilities Being the same and different in the community	Why sleep is important Keeping healthy Keeping our teeth clean Managing feelings and asking for help	Safety in different environments The internet Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Managing secrets Getting help What money is.	Taking part in sports day - Winning and losing. Growing older Moving to Year 1
Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					



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-Fine Motor Skills Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissor	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
-Gross Motor Skills	Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams. Dance/moving to music	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Gymnastics / Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Multi skills	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Multi skills	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Multi skills/games
Communication and language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
-Listening, attention and understanding	Settling in activities Making friends Children talking about	Develop vocabulary Tell me a story - retelling stories Story Listening	Using language well Ask how and why questions...	Describe events in detail - time connectives Understand	children learn the language necessary to talk about what is	Show and tell Weekend news



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-Speaking	experiences that are familiar to them What are your passions / goals / dreams? This is me! Sharing facts about me/ Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary	Retell a story with story language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs	how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	happening in each illustration and relate it to their own lives	Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
Literacy -Comprehension -Word reading -Writing	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Non-Fiction Focus Retelling of stories. Sequence story - use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Enjoys an increasing range of books Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting	Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words. Make the books available for children to share at school and at home. Reading: Rhyming strings. Help children to become familiar with letter groups. Writing: Writing some tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided	Information leaflets the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children	Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Story writing, character descriptions. Common theme in traditional tales, identifying characters and settings. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories Reading: Reading simple sentences with fluency. Reading CVCC



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	stories with attention and recall. Help children to read the sounds speedily. This will make sound blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Writing: Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names, Labels, Captions, Lists.	diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. Writing: Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, facts about Africa. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	writing based around developing short sentences in a meaningful context.	read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Writing: Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles Character descriptions.	Writing: Writing lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	and CCVC words confidently. End of term assessments Transition work with Year 1 staff Writing: Story writing, recipes, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
Mathematics -Number -Numerical Patterns	Counting rhymes and songs, Matching equal and unequal sets, Comparing objects and sets. Rote counting, counting objects, Ordering objects and sets. Number recognition. Count and represent the numbers. Estimate and check by counting. Recognise numbers in the environment. A number a week.	Numbers within 6 Count up to six objects. One more or one fewer Order numbers 1 - 6 Conservation of numbers within six. Explore addition and subtraction, order compare, Shape and sorting Describe, and sort 2-D shapes	Numbers within 10 Count up to ten objects Counting and comparing numbers , partitioning and understanding part-whole, understanding teen numbers (11-19), Length, height and width, mass/weight, capacity/volume, Shape sorting,	Addition and subtractions, Halving and doubling, Number sense - representing numbers, part-whole, More and less.	Counting, comparing and ordering. Understanding part-whole, addition and subtraction, Fractions, measurement, Capacity/volume and money, Shape and sorting,	Time, space, money and sorting, number sense, addition and subtraction.



Understanding of the world/ RE (Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.) -Past and present - People, culture and communities -The natural world	Changes in the Season - Autumn Learn similarities and differences between themselves and others, and among families. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. o Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. RE EYFS Chatterbox Units - I am Special	Use Handa's Surprise to explore a different country. Explore a range of safari animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats o Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see o Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world. RE EYFS Chatterbox Units - Friendship - Christmas	Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. o Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different? Introduce children to significant figures who have been to the South	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things - Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' or Wormery. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating	Animal lifecycles and habitats Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Identify and name different everyday materials and compare them using their properties. RE EYFS Chatterbox Units -Special times -Special places	Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Label parts of the body. Seasides long ago - Magic Grandad o Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. RE EYFS Chatterbox Units -Special people - Prayer
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	- Harvest		Pole and begin to understand that these events happened before they were born. Can children differentiate between land and water. RE EYFS Chatterbox units - Stories Jesus heard - Easter	their understanding of the seasons and weather in their play. RE EYFS Chatterbox units - Stories Jesus told - Easter		
Expressive arts and design - Creating with materials - Being imaginative and Expressive Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms.	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Exploration of other countries - dressing up in different costumes. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Models of animals.	Design and make objects they may need for exploring, thinking about form and function. Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Retelling familiar stories Creating Antarctic/arctic pictures. Provide children with a range of materials for children to construct with.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Flowers- Sun flowers Artwork themed around the garden and flowers.	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response.	Sand pictures Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing - underwater pictures.
Role Play area	Home corner	Africa	Cold places	Farm Shop	Mini beast investigation laboratory	Cafe
Outside learning	Building, designing homes and buildings,	Hot places, water play, patterns	Journeys, exploring weather (e.g. wind	Plant and harvest potatoes. Planting and observing plants growing,	Wormery investigating in the mud kitchen, bug hotel,	Outdoor play, movement - assault course.



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	maths, literacy activities, den building.		blowing ribbons) different materials,	Chn combine different construction media to express their ideas and thoughts.	observation station, bug hunting.	Making recipes in the mud kitchen.
Possible texts	The great big book of families Peace at Last Leaf Man Little rabbit foo foo Owl Babies The Rainbow Fish The Smartest Giant	Handa's surprise So much Hand's Hen Harvey Slumfenburger's Christmas Present Jolly Christmas Postman	Wind poems Penguin Small The Emperors egg The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Motor Car Beegu Oil! Get off my train!	Jasper's beanstalk The tiny seed Jack and the Beanstalk From seed to sunflower Oliver's vegetables That's not a daffodil	The hungry caterpillar The tadpoles promise The odd egg The ugly duckling The egg drop Farmer Duck Goldilocks Pig in the pond	Stanley's stick Stickman Lighthouse Keeper's Lunch Under the Sea Non - Fiction Tiddler The giant jam sandwich Mr Wolf's pancakes The gingerbread man
Parental Involvement	Parents Evening Harvest Assembly Home / School Agreement Wow moments Phonics workshop	Wow moments Nativity	Wow moments Parents evening	Wow moments	Wow moments	Wow moments